

# Our Writing Learning Journey: Key Stage 1

Wow Lesson to Capture The children's Imagination/interest	DISCOVER Text Deconstruction	CREATE Contextualised Construction	ELEVATE Reconstruction	PUBLISH Assess and Feedback
How can we inspire the children to write?	Understand and Imitate	Build it up and innovate	Create and invention	What did we do well?
<p>e.g. Pirates Topic</p> <p><b>Practical Activity</b></p> <ul style="list-style-type: none"> <li>• Treasure Chest</li> <li>• Treasure Hunt</li> </ul> <p><b>Dress Up</b></p> <ul style="list-style-type: none"> <li>• Pirate outfit</li> <li>• Make a Hat</li> </ul> <p><b>Sharing a Story</b></p> <p><b>Play Games</b></p> <ul style="list-style-type: none"> <li>• Walking the plank</li> </ul> <p><b>Sing Songs</b></p> <ul style="list-style-type: none"> <li>• Sea Shanties</li> </ul> <p><b>Watching Video Clips</b></p> <ul style="list-style-type: none"> <li>• CBeebies A-HOY</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Model Text</p> <p>Learn new vocabulary e.</p> <ul style="list-style-type: none"> <li>• Pirate</li> <li>• Treasure</li> <li>• Eyepatch</li> <li>• Cutlass</li> <li>• Captive</li> <li>• Captain</li> <li>• Cove</li> </ul> <p>Learn the model text (200-300 words) –with actions – a small section per day (10 mins)</p> <p>Orally retell the story</p> <p>Examine the presentational and language features of the model text</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Paired and Shared Write</p> <p>Teach text-type specific features.</p> <ul style="list-style-type: none"> <li>• Box up the text type e.g. beginning, up, problem 1, problem 2, ending</li> </ul> <p>Teach contextualised punctuation and grammar objectives including transcription and dictation e.g.</p> <ul style="list-style-type: none"> <li>• Proper Nouns</li> <li>• Pronoun I</li> <li>• Days of the Week</li> </ul> <p>Apply the spelling rules/phonics throughout the unit through transcription and dictation.</p> <p><i>Children working towards 'Greater Depth' in Year 2 could plan their own version of the text type</i></p> <ul style="list-style-type: none"> <li>• Model and scaffold in the shared writing.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Independent Write and Edit and Redraft</p> <p>Opportunity to plan and apply skills independently.</p> <p>Collaborative editing</p>	<p>End of unit writing</p> <p>Mark against the child's next steps</p> <p>Assess against standard</p> <p>Feedback to all pupils</p>
<p><b>Assessment leads to</b></p> <ul style="list-style-type: none"> <li>- Whole class next steps</li> <li>- Group and the odd individual next steps</li> </ul> <p>These are then embedded and model throughout the unit of work.</p>				

## Our Writing Learning Journey: Key Stage 2

<p><b>Wow Lesson to Capture Imagination</b></p> <p><b>Initial Write</b></p>	<p><b>DISCOVER</b> Text Familiarisation and Text Deconstruction</p>		<p><b>DISCOVER</b> Contextualised Construction</p>		<p><b>CREATE AND ELEVATE</b> Reconstruction</p> <ul style="list-style-type: none"> <li>planning</li> <li>drafting</li> <li>revising</li> <li>editing</li> <li>publishing</li> </ul>			<p><b>PUBLISH</b> Assess and Feedback</p>
<p>How can we inspire the children to write?</p> <p>What do we already know?</p>	Understand		Build it up		Create			What did we do well?
<p><b>Hook lesson to inspire and enthuse pupils</b></p> <p><b>What do we already know about this text type?</b></p> <p><b>Introduce the 'Initial Write' task</b></p> <p><b>Share ideas and model examples</b></p> <p><b>Learners complete 'Initial Write' (20 – 30 minutes)</b></p>	<p><b>Model Text</b></p> <p>Examine the presentational and language features of the model text</p>	<p><b>Checklist Objectives</b></p> <p>Teach text-type specific features.</p> <p>Teach contextualised punctuation and grammar objectives (in Lower Key Stage 2 include transcription and dictation)</p> <p>Teach the spelling rules for the unit.</p>	<p><b>Paired and Shared Write</b></p> <p><b>Independent Write</b></p> <p><b>Edit and Redraft</b></p> <p>Model and scaffold in the shared writing.</p> <p>Opportunity to apply skills independently.</p> <p>Collaborative editing.</p>	<p><b>Assess against standard</b></p> <p><b>Feedback to all pupils</b></p>				